

# CALIFORNIA SCHOOLS

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### COVER DESIGN

The elementary school reproduced on the cover of this issue is located at Camino, nine miles above Placerville. The building, a two-room structure, serves as a community center, one room being adapted for community use.

Camino is the center of the logging industry of El Dorado County. The type of building is suggested by the local industry and the climate.

# **Current Educational Issues and Emerging Goals**

*VIERLING KERSEY, Superintendent of Public Instruction*

The new year comes with its challenging issues. Education faces grave, current responsibilities. During the past year much progress has been made in the solution of major problems. There has been a slight though definite trend toward the improved adjustment of certain educational services and of financial support. When the total situation confronting education is assessed, however, it is seen that there remains a demand that educators in California carefully plan, continuously interpret, and earnestly support certain aspects of the educational frontier for 1935. During this period of national recovery and reorganization, education becomes an increasingly vital factor in the whole policy of social welfare. Today public education is more essential than ever to a complete realization of the civic, social, and economic goals which we are endeavoring to attain.

As we face the new year, we must approach the problems and issues that immediately confront us. A clear understanding concerning them in terms of progress which has been made and in light of new conditions is obviously fundamental to intelligent action. Some of the more important matters that face us at present are identical with those which have been foremost during recent years, while others assume a prominence due to the characteristics of current situations.

The following list includes current educational issues and emerging goals which appear to require the immediate attention of California educators. For convenience, items are grouped under four headings:

1. Issues and goals primarily dealing with organization.
2. Issues and goals involving primarily financial considerations.
3. Issues and goals concerned chiefly with the educational profession.
4. Issues and goals directly related to teaching procedures.

## **CALIFORNIA EDUCATIONAL ISSUES FOR 1935**

### **Issues Bearing Upon Organization:**

1. The improvement of units of school administration.
2. The improvement of adult learning programs, policies, and opportunities.
3. Improvement and extension of federal-state relationships.
  - a. The emergency education program
  - b. Federal stimulation and aid in a school building program
  - c. Federal equalization of educational opportunity among the states

4. Improved facilities for meeting increasing needs of youth for education above high school levels without extending tuition and fee requirements.
5. Increasing the cooperation of all agencies that affect child life.

**Issues Involving Problems of *Finance* for Public Education:**

1. The maintenance of present constitutional provisions for the finance of public education.
2. Participation by the interests of education in the development of a sound tax structure.
3. Simplification and improvement of apportionment procedures.
4. Promotion of the principle of equalization of school support.
5. Maintenance of provisions for use of state money for teachers' salaries.
6. Continuance of control of school budgets by governing boards of school district.
7. Improvement of accounting and budgetary procedures.

**Issues Bearing Upon the *Profession* and Its Activities During 1935:**

1. The development and application of a code of ethics through which runs a unity of planning and action.
2. The improvement of teacher welfare in the areas of:
  - a. Tenure
  - b. Retirement
  - c. Sabbatical leaves
  - d. Sick leaves
  - e. Standards for placement and promotion
  - f. Salary schedules
3. Improved preparation of teachers—in training and in service.
4. The continuance and improvement of frank and friendly cooperation with lay citizens in evolving educational ideals and standards and for securing financial support for the public school program.

**Issues Bearing Upon Special Items of *Teaching* Emphasis for 1935:**

1. The development of the teaching of political citizenship which is based upon a recognition that human welfare is the highest value known to us, to be attained through a program that will lead young people to possess a dynamic urge, to promote social justice, to exercise the worthy use of the right of franchise, to demand honesty in private business and public life and to apply intelligence to the continuous reconstruction of the organization, institutions, and ideals of society in the interests of improving human welfare.
2. Teaching which will develop moral controls that will preserve the good, eliminate the evil or dwarfing, and promote the improvement of social customs and institutions.

3. Teach to attain that education which will reduce delinquency and crime through a program of mental hygiene in which is developed intelligent understanding of moral and legal obligations and habits of willing conformity to group purposes.
4. The development of enriched teaching to bring about the use and adaptation of science for the improvement of human welfare and the lessening of the mechanistic and materialistic emphasis of scientific methods and materials.
5. Emphasize teaching methods and activities which will develop personal integrity based upon aggressive loyalty to country, upon tested ideals and values, and upon the practice of meeting the obligation to contribute intelligence and service to the advancement of human well-being.
6. The recognition in teaching that the materials and processes used shall develop those tastes and abilities which equip citizens for planning and enjoying wholesome recreational activities in the impending extension of leisure time.
7. Emphasize teaching designed to contribute to the mental security of the individual by the use of sound instructional procedures, through adequate guidance services and through the cooperative efforts of all agencies that affect the child.
8. Develop more education and guidance of a quality that leads the individual to successful participation in a vocation wisely chosen and which equips him with those personal qualities that enable him to adjust to changing occupational requirements.

### **LEGISLATIVE PROBLEMS**

Certain of these issues and goals as outlined involve activity during the legislative session of the 1935 Legislature. The legislative program of the State Department of Education will be devoted in the main to these issues. Wherever goals have been stated, the accomplishment of which is dependent upon legislative action, definite effort will be made to secure the necessary legal enactments and unity in the profession to have cooperative support for the legislative program.

### **LONG TERM EDUCATIONAL PLANNING**

Many of the issues and goals presented are concerned with all phases of educational responsibility. Progress in the solution of problems and the achievement of goals will require long time cooperative planning in which the entire educational profession participates. In the near future, the State Superintendent of Public Instruction will appoint a representative committee of California educators to study the problems and to formulate long term plans for the attainment of desired objectives.

## **Maintaining the Structure of the Public School System**

**VIERLING KERSEY, Superintendent of Public Instruction**

The 1935 session of the State Legislature approaches. The attention of those interested in public education is very naturally directed to the consideration of those educational problems which may form the subject of legislation. We are in a period of recovery and reconstruction. Although there is some evidence of restoration of educational services curtailed by reason of the depression, the critical period for public education has not passed. One of the chief tasks of the 1935 Legislature will be that of balancing the state budget. It is expected that every effort will be bent toward securing the revenues necessary to maintain unimpaired the essential services of government. The relative importance of various functions of government must not be forgotten.

No function of government is more important to the welfare of society than that of public education. The structure of the public school system must be maintained. In this connection three points are worthy of special mention.

1. The present constitutional guarantees for the support of public schools must be maintained.
2. The power to determine school budgets should continue to reside with local boards of education and boards of school trustees, the legally constituted representatives of the people.
3. Public education should be free to all. No fees for pupils should be imposed at any level of the public school system.

Each of the above points will be discussed briefly in the following sections:

### **CONSTITUTIONAL GUARANTEE FOR SCHOOL SUPPORT**

The State Constitution guarantees a minimum of \$30 per pupil in average daily attendance for the support of elementary and high schools. It further guarantees through the Riley-Stewart plan an additional amount of at least \$30 per pupil in average daily attendance for elementary schools and \$60 per pupil in average daily attendance for high schools. This latter provision, enacted by the people in 1933, transferred the burden formerly required of the counties to the state as a whole.

This constitutional guarantee provides a high degree of stability to public school support in California. The maintenance of a minimum program in our public schools is thus insured by the state and is not dependent upon local resources which vary tremendously throughout the state. Under this system approximately 65 per cent of the current expenditure of public elementary and high schools is met from state funds.

Proposals were made at the last Legislature to reduce or eliminate the constitutional guarantees for school support, in order to decrease state expenditures. Not only did these proposals fail of passage, but the county obligation for school support was taken over by the state in order to relieve local taxation and to spread the burden of school support more equitably over the entire state. This action was entirely in accord with the principles that education is a state function and that the costs of maintaining a state public school system should be equitably distributed.

This constitutional provision guaranteeing school support should be maintained. To weaken these provisions or to reduce the amounts of the guarantees would:

1. Make the burden of school support more inequitable among local communities.
2. Increase local tax burdens.
3. Curtail the educational programs of less wealthy districts and absolutely cripple the programs of the poor districts.
4. Destroy the stability of the system of financial support.
5. Force the schools into state politics.

### CONTROL OF SCHOOL DISTRICT BUDGETS

For more than a decade proposals have been made to the successive legislatures to transfer the control of school district budgets from the direct representation of the people of the several school districts to county boards of supervisors or to other agencies for budget control. All such proposals have been defeated. The admitted purpose of these proposals is to curtail school budgets. This, however, is not the main issue involved. There are now existing adequate provisions for effecting any reductions in educational expenditures that may be desirable or that are desired by the people. There is ample evidence to prove that governing boards of school districts are responsive to the will of the people in matters involving educational costs. The reasons for retaining control of school budgets in the hands of governing boards of school districts may be briefly summarized as follows:

1. The present system is democratic; members of governing boards of school districts are the direct representatives of the people of the districts.

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1. The present system is democratic; members of governing boards of school districts are the direct representatives of the people of the districts.

2. No outside body, such as a county board of supervisors or state budget control board, could be in a position to obtain all the facts necessary to intelligent action on local school budgets.
3. Transfer of budgetary control involves dual control and administration of schools. One board would direct educational policy; another, financial policy. The result would be chaos in educational administration.
4. Removal of budgetary control from governing boards of school districts would throw the schools into county or state polities.

#### **FREE PUBLIC EDUCATION**

Equality of opportunity is inherent in the spirit of democracy. In no social institution is this principle better realized than in the public school. The American system of free public schools, equally open to all, regardless of wealth or social status, is a supreme achievement of American democracy. This free public school system is the result of a long struggle. Forces of special privilege delayed for many years the establishment of tax supported schools free and open to all the children of all the people. At the present time free public education is generally available on the elementary and secondary levels; higher education is usually supported in part by student tuition fees.

Although the principle of free public education is very generally accepted by the public, attempts are being made to increase fees now charged by California institutions of higher learning and to introduce fees in California secondary schools. Special efforts are being made to charge tuition for adult education in the public schools.

The result of charging fees for secondary and for all phases of adult education and of increasing fees for higher education would be to deprive tens of thousands of young people and adults of the educational advantages they are now enjoying. Education would be restricted to the few who possessed sufficient private means to enable them to pay the costs themselves.

The introduction of such a fee system would be a flat denial of the democratic principle of equality of educational opportunity. The requirement of the ability to pay fees as a condition violates the essential spirit of democracy embodied in the principle of equality of opportunity.

The issue involved is clear and direct. It is a clash between special privilege and vested interests as opposed to the democratic ideals of freedom and equality. The best interests of the general public demand that:

1. No fees of any type be required in high schools and junior colleges.
2. No fees be required of those desiring to avail themselves of basic adult educational opportunities.
3. No increase of fees be made for students in institutions of higher learning.

## **DEPARTMENTAL COMMUNICATIONS**

### **Division of Research and Statistics**

*WALTER E. MORGAN, Assistant Superintendent of Public Instruction,  
and Chief, Division of Research and Statistics*

#### **STATE SCHOOL REGISTERS FOR HIGH SCHOOLS**

A surplus supply of several thousand state elementary school registers for the school year 1933-1934 is still available for distribution to high school principals upon request for use in recording high school attendance. Requests for the registers should be addressed to the Division of Research and Statistics.

### **Division of Textbooks and Publications**

*IVAN R. WATERMAN, Chief*

#### **NEW PUBLICATIONS**

*Rules and Regulations Governing the California State Teachers Colleges.* Department of Education Bulletin No. 12, June 15, 1934.

*Frogs, Toads, and Salamanders.* Science Guide for Elementary Schools, Volume I, Number 6, January, 1935.

### **Division of Health and Physical Education**

*W. H. ORION, Chief*

#### **TERMINOLOGY USED IN HEALTH EDUCATION**

The Health Education Section of the American Physical Education Association has submitted the following definitions of terms used in Health Education. The committee recommends the use of terms as proposed and defined. These definitions should do much to clear up a good deal of present day misunderstanding in the health field:

1. **HEALTH EDUCATION** is the sum of all experiences which favorably influence habits, attitudes, and knowledge relating to individual, community, and racial health.
2. **SCHOOL HEALTH EDUCATION** is that part of health education that takes place in school or through efforts organized and conducted by school personnel.

3. PUBLIC HEALTH EDUCATION is that part of health education that takes place in home and community.
4. HYGIENE is the applied science of healthful living; it provides the basic scientific knowledge upon which desirable health practices are founded.
5. SANITATION is the application of scientific measures for improving or controlling the healthfulness of the environment.
6. HEALTH in the human organism is that condition that permits optimal functioning of the individual enabling him to live most and to serve best in personal and social relationships.
7. HEALTH INSTRUCTION is that organization of learning experiences directed toward the development of favorable health knowledges, attitudes, and practices.
8. HEALTH SERVICE comprises all those procedures designed to determine the health status of the child, to enlist his cooperation in health protection and maintenance, to inform parents of the defects that may be present, to prevent disease, and to correct remediable defects.
9. HEALTHFUL SCHOOL LIVING is a term that designates the provision of a wholesome environment, the organization of a healthful school day, and the establishment of such teacher-pupil relationships that give a safe and sanitary school favorable to the best development and living of pupils and teachers.
10. HEALTH EXAMINATION is that phase of health service which seeks through an examination by physicians, dentists, and other qualified specialists to determine the physical, mental, and emotional health of an individual.<sup>1</sup>

#### ACTIVITIES OF THE FEDERATED COUNCIL OF THE CALIFORNIA INTERSCHOLASTIC FEDERATION

The Federated Council of the California Interscholastic Federation met in Los Angeles Saturday, December 1, 1934. A number of important problems were dealt with during the meeting, including the following:

Relations with Honolulu schools in football, debate, and music were discussed. While not looked on with great favor, final decision on this matter was deferred until the spring meeting in order that the state representatives may ascertain the sentiment in their sections.

The state track meet was set for Saturday, May 25, 1935, to be held in Fresno, starting at 7:30 p.m. This hour was recommended by valley officials on account of possible weather conditions.

A suggestion to adopt the toss-in for basket-ball was deferred until it could be adopted as a part of the general interscholastic playing rules. Several localities are experimenting with the toss-in this year.

The Council again stressed the necessity for all meets to be sanctioned in which high school representatives compete. Schools were warned against entering unsanctioned track or swimming meets sponsored by the colleges or universities.

Permission was granted the large high schools in the central section of the state to organize a football league which would insure fair competition throughout the district; details of this organization to be left with superintendents and principals involved.

<sup>1</sup> Reprinted by permission from the December, 1934, issue of *The Journal of Health and Physical Education*.

The matter of making twenty years the age limit for high school athletic competition was discussed and a definite decision is to be made at the spring meeting of the Council.

An attempt to change the track rules from the English to the metric system was tabled.

The spring meeting of the Council will be held in Fresno, May 25, 1935.

Members of the Council would be pleased to receive suggestions from school officials regarding possible improvements in any phase of the athletic program.

Those attending the meeting were:

PRESIDENT, Harry J. Moore, Principal, Woodrow Wilson Senior High School, Long Beach

SECRETARY, C. L. Biedenbach, Principal, Senior High School, Berkeley

C. L. Geer, Principal, Coalinga Union Junior-Senior High School and Junior College; District Superintendent, Coalinga

Ernest Warner Oliver, Principal, Los Angeles Senior High School, Los Angeles

H. A. Spindt, Principal, Kern County Union High School and Junior College; District Superintendent, Kern County, Bakersfield

S. A. Tibbetts, Science Teacher, California School of Mechanical Arts, San Francisco

H. A. Toms, Teacher in Stockton High School; Principal, Stockton Evening High School, Stockton

Leo A. Wadsworth, Principal, Sutter Union High School; District Superintendent, Sutter

Ex Officio:

Walter Hepner, Chief, Division of Secondary Education, State Department of Education, Sacramento

W. H. Orion, Chief, Division of Health and Physical Education, State Department of Education, Sacramento

## **INTERPRETATIONS OF SCHOOL LAW**

### **Appellate Court Decisions**

#### **Liability for Injuries to Pupils Being Transported**

Where the driver of a school bus, owned and operated by a school district, in negotiating a left curve on a public highway directed the bus to the left of the center line of the highway, knowing that an automobile coming from the rear was attempting to pass the bus on its left on the curve, and the bus collided with the automobile, the driver of the bus and the school district (as well as the driver of the automobile) were liable for injuries to the passengers riding in the automobile who were injured by the negligent acts of the driver of the bus (and the driver of the automobile). (*Ohlson v. Frazier et al., Mayers et al. v. Frazier, et al.*, 79 C. A. D. 1034, --- Pac. (2nd) ---.)

### **Attorney General's Opinions**

#### **Contract Between District and Power Company Owned by Member of Governing Board of District**

Where a member of the governing board of a school district is the sole owner of an electric power company, and the company is a public utility regulated by the State Railroad Commission and its rates are fixed by the Commission, a contract between the district and the company is not illegal under School Code sections 2.810-2.812, and Penal Code section 71 is not applicable. (A.G.O. 9407, October 18, 1934)

#### **Crediting of Attendance of Elementary Pupils Under Illegal Contracts**

Where the governing board of one elementary school district contracts, illegally, to have all the pupils of such district educated by another elementary school district, the attendance of pupils attending under such illegal contract must be credited to the district of attendance. (A.G.O. 9532, August 17, 1934)

#### **Payment of Election Officials**

School Code section 2.876 is the only authorization for the payment of school district election officials. (A.G.O. 9688, December 5, 1934)

**Textbooks for Elementary Schools**

The State Board of Education may adopt two types of spellers for use in the same grades of the public elementary schools where but one type is to be used in any district and the type to be used therein is to be determined by the authorities of the school district and the Superintendent of Public Instruction. Such adoption will not be in violation of section 7 of Article IX of the California Constitution and is supported by the general provisions of the School Code having to do with the adoption of textbooks. (A.G.O. 9700, December 14, 1934)

## FOR YOUR INFORMATION

### STATE APPORTIONMENTS TO SCHOOL DISTRICTS, 1933-1934

The following brief table shows the relationship between state apportionments to school districts in California during 1933-1934 to total district expenditures for current purposes and to total current receipts of the state government. It should be noted that percentages indicated are much higher than in any previous year because of the change in methods of school support effected by 1933 legislation. This legislation transferred to the state the former mandatory burden of county taxes for the support of elementary schools and high schools.

#### Percentage Which State Apportionments Were of Total Current Expenditures of School Districts and

#### Percentage Which Such Apportionments Were of Total Current Receipts<sup>1</sup> of the State Government, 1933-34

Type of district	Total current expenditures 1933-1934 <sup>2</sup>	State apportionments 1933-1934	Per cent state apportionments were of total current expenditures	Per cent state apportionments were of total current receipts of the state government
Elementary school-----	55,126,059.12	\$42,392,700.47	76.9	29.72
High school-----	52,058,773.90	25,653,993.32 <sup>3</sup>	49.3	17.98
Total (Elementary and high school)-----	107,184,833.02	68,046,693.79	63.5	47.70
Junior college-----	3,203,547.34	1,639,737.58	51.2	1.15
Total (Elementary, high school, and junior college)-----	\$110,388,380.36	\$69,686,431.37	63.1	48.85

<sup>1</sup> Current receipts in State General and Special Funds, 1933-34, exclusive of prior year balances totaled \$142,646,908.60 (figures from State Controller's office).

<sup>2</sup> Derived from partially audited annual reports of county superintendents of schools for 1933-34.

<sup>3</sup> Includes one-half of Federal-State apportionments to districts for vocational education.

### EDUCATION'S EXAMPLE

The following editorial appeared in the *San Diego Union* on December 16, 1934:

#### EDUCATION'S EXAMPLE

When educators claim that the schools have borne more than their fair share of depression cuts, many of us are inclined to discount their indignation. But any careful observer during the past few years will have noticed one effect of the drive

for reduction in school costs. It effectively distracted attention from other fields of official spending.

Examined with this detail in mind, a table of state expenditures printed in the *Tax Digest*, published by the California Taxpayers' Association presents a startling challenge to the citizen and taxpayer.

This table shows that while school costs during the past three years have been reduced by more than 18 per cent all other government costs have been reduced by less than 4 per cent.

All sorts of arguments could be—and are being—trotted out to excuse and cover up this discrepancy. But the stubborn fact remains that education has reduced its cost of operation by nearly five times as much as all other government agencies combined have reduced since the depression set in.

And during these years school enrollment has increased. The schools, which are responsible for one of the most—if not the most—indispensable function of democratic government have far outstripped all other agencies in effecting economies.

Where education has led other departments can follow. The schools have suspended some work which should be resumed, undoubtedly, after the need for economy has passed. But the schools still are operating. They have now convinced most reasonable citizens that they must have slightly larger budgets than were allowed them at the peak of the campaign for slicing school costs.

What has been learned here can be and should be used in auditing the other departments which have never endured a scrutiny as exciting and as insistent as that directed at the schools. Citizens, organized and unorganized should demand that all departments note the school's example, giving full weight to the essential nature of education's work and to the steadily growing teaching load, and demand that the more strongly entrenched political departments follow this example.

Economical administration is not necessarily inefficient administration. Where politics is concerned the reverse usually is true. When this state can muster the moral courage and the directed intelligence to bear down upon city halls and county court houses as it bore down upon school boards we will slice large sums off the state tax bill.

## EDUCATIONAL BROADCASTS

### **Education Today**

The California State Department of Education will continue the series of broadcasts, *Education Today*, over KGO from 6:45 to 7:00 p.m. The following broadcasts will be offered during the coming month:

January 5—Charles C. Hughes, Superintendent of Schools, Sacramento, Fundamentals in Education.

January 12—Dr. Harry Tyler, Dean of Men, Sacramento Junior College, The Junior College and Modern Youth.

January 19—Frank T. Smith, Director of Music, Stockton High School. Music Program by Music Department of the Stockton High School.

February 26—Dr. Herbert R. Stoltz, Assistant Superintendent in Charge of Individual Guidance, Oakland Public Schools, Individual Guidance of Children.

February 2—Roy W. Cloud, Executive Secretary, California Teachers Association, Educational Bills Introduced in the Legislature.

### **Vocational Agriculture**

The staff of the California Polytechnic School of San Luis Obispo will broadcast the following program of vocational agriculture on Mondays from 12:00 m. to 12:15 p.m. over stations KPO, KFI, and KFSD:

- January 7—Selecting Dairy Cattle, and the Care and Management of Sires; Making a Bull Exerciser.
- January 14—Selecting the Poultry Breeding Flock and its management; Repair of Poultry Equipment.
- January 21—Growing Lambs for Spring Shows, Market, or Breeding; Building Lamb Creeps and Feed Troughs.
- January 28—Spring Care and Management of Beef Cows; Feeding Equipment.
- February 4—Incubating and Selecting Chicks; Care of the Incubator.

### **International**

The Columbia Broadcasting System has arranged for a series of broadcasts during the winter of 1934-35 from various foreign nations to be given on Saturdays from 12:15 to 12:45 p.m. Pacific standard time. On January 5, 1935, American radio listeners will have an opportunity to hear a musical broadcast from Yugoslavia. This broadcast will originate in the studios of the Yugoslavian Academy of Science and will consist chiefly of Serbian and Croatian folk songs and dances. Stations KFRC, KHJ, KMJ, KWG, KDB, KGB, KERN, and KFBK will carry the broadcast.

### **Minneapolis Symphony**

The Minneapolis Symphony Orchestra, under the direction of the eminent young Hungarian conductor, Eugene Ormandy, inaugurated a series of weekly concerts over the Columbia network December 28, from 12:15 to 2:00 p.m. Pacific standard time. The concerts will be heard on Fridays, January 4, 11, 18; March 1, 8, 15, 22, 29; and April 5, 12, 19, 26, 1935, over stations KFRC, KHJ, KMJ, KWG, KDB, KGB, KERN, and KFBK.

### **President's Birthday to be Celebrated in Nation Wide Broadcast**

The second annual nation wide celebration of President Roosevelt's birthday, proceeds from which will be used in the fight against infantile paralysis, will be observed in a special one-hour broadcast over the combined networks of the Columbia Broadcasting System and the National Broadcasting Company, Wednesday, January 30, 1935, from 8:30 to 9:30 p.m. Pacific standard time. Stations KFRC, KHJ, KMJ, KWG, KGB, KERN, and KFBK will carry the broadcast.

### Opening Session of Seventy-fourth Congress

High lights of the opening session of the Seventy-fourth Congress, on January 3, 1935, the first regular Congress to meet under the so-called Norris Amendment eliminating "Lame Duck" sessions, will be broadcast, beginning about 8:30 a.m. Pacific standard time, over stations KFRC, KHJ, KMJ, KWG, KDB, KERN, and KFBK.

### Sounds of Silence

Dr. E. E. Free, noted scientist and member of the staff of New York University and a fellow of the Acoustical Society of America, is conducting a series of broadcasts on Saturday evenings from 4:30 to 4:45 p.m. Pacific standard time, in which he uses a sound microscope which magnifies noises ten thousand million times. The sound microscope will turn the murmur inside a small beehive into a roar like Niagara and a special attachment will filter out the deep bass humming of the bees, then the treble. Many other interesting features will be given. These broadcasts should be of special interest to physics classes.

### The American School of the Air

The American School of the Air, under the chairmanship of Dr. William C. Bagley, Professor of Education, Teachers College, Columbia University, offers the following schedule of broadcasts for the coming month:

History. Mondays, 11:30 a.m. Pacific standard time.

January 7—Balboa, Spanish Explorer Who Discovered the Pacific Ocean.

January 14—Magellan Circumnavigates the Globe.

January 21—Pizarro, The Spaniard's Adventures in Peru.

January 28—Coronado in New Mexico and Arizona.

February 4—John Smith, English Colonist, in America.

Literature. Tuesdays, 11:30 a.m. Pacific standard time.

#### For High Schools.

January 8—*The Rivals*, Sheridan.

January 22—*William Tell*, Schiller.

February 5—*Fashion*, Mowatt.

#### For Grades V, VI, VII.

January 15—*Swiss Family Robinson*, Wyss.

January 29—*The Perfect Tribute*, Mary R. S. Andrews.

February 19—Episode from *Pilgrims Progress*, Bunyan.

Geography. Wednesdays, 11:30 a.m. Pacific standard time.

January 9—The Saar Basin.

January 16—Smyrna and the Land of Figs.

January 23—The Arabian Desert and its Camels.

January 30—In Forbidden Afghanistan.

February 6—Bengal, The Home of Jute.

Music Programs and Stories. Thursdays, 11:30 a.m. Pacific standard time.

Music and Stories for the Primary Grades.

January 10—New Year in Many Lands. Story—*The Strange Christmas Party*.

January 24—A Winter Day—Story—*The Snow Maiden*.

February 7—*Pinocchio*.

Music Programs for the Intermediate Grades.

January 17—England and America.

January 31—Handel.

February 14—Mozart.

Last Week Abroad. Fridays, 11:30 to 11:45 a.m. Pacific standard time.

A series of broadcasts on current world problems conducted by Dr. Stephen Duggan, Director of the Institute of International Education. Dr. Duggan selects each week's topic in terms of the important world events of that week.

Vocational Guidance. Fridays, 11:45 a.m. to 12:00 m. Pacific standard time.

January 11—Do You Like to Work Outdoors?

January 18—Do You Prefer to Work with People?

January 25—Do You Prefer to Work by Yourself?

February 1—Do You Like to Work with Machines?

February 8—Do You Like to Work with Books? With Figures?

Programs of a Cultural and Educational Nature. Tuesdays, 3:30 p.m. Pacific standard time.

Understanding Music.

January 1—Symphony. From the New World; Dvorak. (a) Largo; (b) Finale Allegro Con Fuoco.

January 8—Concerto—Piano. Concerto in Eb; Liszy.

January 15—Pictorial Music. (a) Finlandia; Sibelius. (b) The Enchanted Lake; Liadoff. (c) Die Molday; Smetana.

January 22—Opera—Russian. Selected from the works of: Flinka; Moussorgsky; Rimsky-Korsakoff.

January 29—Oratorio. Elijah; Mendelssohn.

February 5—Symphony. Symphony—D Minor; Franck. (a) Allegretto; (b) Finale—Allegro non troppo.

Stations KFRC, KHJ, KFBK, KWG, KGH, KERN, KMJ, and KDB will carry the above broadcasts.

### INSCRIBED PHOTOGRAPH OF THE PRESIDENT

The following statement has been received from J. W. Studebaker, United States Commissioner of Education:

The President, in response to the desires of many teachers and pupils in the country and to my request, has inscribed a splendid photograph of himself as follows:

To the pupils and teachers of the United States

Franklin D. Roosevelt

This photograph is being carefully reproduced by the Federal Office of Education. Excellent duplicates, 9 x 11 inches, on heavy paper suitable for framing, will be made available as inserts with the December issue of *School Life*, official monthly journal of the Office of Education.

Those wishing a copy of this inscribed photograph of the President should place their orders at once with the Superintendent of Documents, Government Printing Office, Washington, D. C.

Single copies of the December issue of *School Life* are 10 cents.

One year's subscription, including the December issue, is \$1.

Please do not send stamps. Use check or money order.

### SEVENTH ANNUAL GORGAS ESSAY CONTEST

The seventh annual essay contest for high school juniors and seniors sponsored by the Gorgas Memorial Institute of Washington, D. C., has been announced. Students will write on the subject, "Gorgas' Control of Transmissible and Other Preventable Diseases."

Winners in each high school will be selected by a faculty committee appointed by the principal. The winning essay with official entrance blank and photograph of the winner will be forwarded by the principal to the Gorgas Institute for entry in the state contest. A committee of three state officials will judge the winning school papers. The winning essays will then be entered in the national contest.

Eighteen thousand five hundred students participated in the last contest. The winner, George Delhomme, Jr., Houston, Texas, received his award at the White House from President Roosevelt. The first prize is \$500 in cash and a travel allowance of \$200 to permit the winner to go to Washington to receive the award. There are a number of lesser national prizes as well as a state prize and a high school prize. The contest closes February 15, 1935.

For detailed announcement and instructions, communicate with the Gorgas Memorial Institute, 1835 Eye Street, N. W., Washington, D. C.

**SAFETY FILM AVAILABLE**

The Aetna Casualty and Surety Company is making available to the high schools of the state its motion picture film entitled, Saving Seconds. The film is based on the fact that undue haste is the greatest cause of automobile accidents. In a series of actual scenes made on the highways, the film depicts how automobile accidents are caused and how they may be prevented.

The film requires about thirty minutes to run and may be secured in either 16 mm size or 35 mm size. There is no advertising in the film. The department understands that the film will be lent to high schools free of charge.

For further information regarding the film, write to F. J. Zinns, Superintendent, Agency and Sales Department, 333 Pine Street, San Francisco.

**ALCOHOL, TOBACCO AND NARCOTICS—THEIR EFFECTS UPON MAN**

A course of study for the elementary, junior, and senior high schools and junior college entitled, "Alcohol, Tobacco and Narcotics—Their Effects Upon Man" has just been issued in one complete mimeographed edition of 139 pages and an extensive bibliography. This material was prepared by a special committee in cooperation with Dr. James Houloose, Director of Health Service, Long Beach Public Schools.

Copies of this course of study are not for sale. It was designed for limited use, and the staff of the Long Beach public schools is now gathering material with the expectation of revising and printing it within another year. In the interim, however, five copies will be available through the State Library. Application for the use of these copies may be made through local libraries.

**COLORADO SCHOOL OF MINES SCHOLARSHIP**

The Colorado School of Mines offers to a California student a four-year scholarship, the value of which is approximately \$250 per year. The applicant may be a recent high school graduate or may have had several years of college work, and should have scholastic standing in the upper third of his high school, preparatory, or college classes.

For information concerning entrance requirements, address M. F. Coolbaugh, President, Colorado School of Mines, Golden, Colorado.

School administrators should recommend to the Superintendent of Public Instruction, not later than July 1, 1935, any student who may be interested in and eligible for this award, submitting a transcript of the applicant's high school or college record.

### MICHIGAN COLLEGE OF MINING AND TECHNOLOGY SCHOLARSHIP

The Michigan College of Mining and Technology at Houghton, Michigan, offers to a California student a scholarship, which remits matriculation fee (\$25) and tuition fee (\$50 per year) for a regular four-year engineering course.

Information concerning entrance requirements may be secured from L. F. Duggan, Registrar, Michigan College of Mining and Technology, Houghton, Michigan.

In order that the applications of California students may be considered in connection with the award of the 1935-36 scholarship, superintendents and principals should report the names of students eligible for consideration to the Superintendent of Public Instruction before April 1, 1935.

### WINTER SPORTS FILMS

Winter sports in California is the subject of an interesting twenty-four minute reel recently produced for the California State Chamber of Commerce. The picture deals entirely with winter scenes and such sports as skiing, tobogganing, ice skating, and the like. The photography is exceptionally good.

This reel has been made available for school use through the courtesy of the California State Chamber of Commerce, San Francisco, and may be secured without charge upon application to that body.

The necessary screen and projection machine are included in this offer.

### WILD FLOWER SHOW

The California Spring Blossom and Wild Flower Association will hold a wild flower show in San Francisco in April, the exact date of which will be announced later. Those interested should communicate with Janet Ruth Cerf, Chairman of Flower Shows for the association, 2660 Greenwich Street, San Francisco.

## PROFESSIONAL LITERATURE

### REVIEWS

HARRY C. MCKOWN. *Home Room Guidance*. New York: McGraw-Hill Book Company, Inc., 1934. xxi + 447 pp.

The author presents the theme that the home room has developed in response to the demands of society and to the recognition of the needs of children whose school life has been surrounded with the artificialities of mass education and limited by the inadequacies of traditional subject content and procedures. The home room represents a shift in emphasis from subject content and procedures. To quote,

The formal and artificial atmosphere of the classroom is replaced by the informal and intimate relationship of the family; complete teacher responsibility gives way to pupil participation; knowledges only are supplemented by knowledges that function in forming habits; and external authority is supplanted by social pressure. The home room is not a preparation for life, it is life—real and vital—in which the members live naturally in a most natural setting.

The author is an ardent advocate of the home room, but in his enthusiasm he attempts quite successfully to present all points of view. The home room organization and program is not definitely fixed; rather, to function properly it must be carefully developed in each school situation and receive constant direction and revision. Home room programs can not be copied; they must be cultivated. The present feeling of dislike for the home room by the average teacher and by the average pupils is not to be charged to the inadequacies, weaknesses, or lack of values of the home program, but to "their lack of experience with it—a lack of knowledge of what to do and how to do it."

It is probable that the author has written this volume in recognition of the urgent need for the interpretation of home room values and especially the need of practical suggestions by teachers and administrators. If this is the case the author has been most successful, for the book contains a wealth and richness of suggestions and specific materials that will doubtless stimulate the effort and creativeness of the most unimaginative person who will read the book completely.

In Chapter I is presented most colorfully a conception of education to which most secondary school curriculum revisionists will heartily subscribe. With this as a frame of reference each succeeding chapter is consistently developed showing specific applications of the principles outlined.

Chapter II outlines the purposes of the home room.

The administrator will probably find Chapters III and IV the most immediately valuable for they deal with the perplexing problems of administration which condition in large measure the success or failure of the program.

Chapter V deals with the internal organization of the home room.

Chapters VI to X have to do with the basic principles and procedures in the selection, placement, presentation, and evaluation of program material. The twenty-two principles of program making and the wealth of specific suggestions will serve admirably to guide the teacher and principal to a solution of many of the vexatious problems which seem to be so plentiful in this area of home room activity.

In Chapter XI the qualities, selection, and duties of the sponsor are presented, and in Chapter XII various methods of evaluating home room activities are outlined.

Chapters XIII to XXIII present the underlying principles and the essential activities of the home room in the various phases of "guidance"—orientation, educational, vocational, moral and ethical, civic, school citizenship, personal relationships,

health, manners and courtesy, thrift, and recreation. These chapters are especially rich in illustrations of activities that are in use and designed to achieve the different objectives of the home room.

The author's concluding chapter presents timely and pointed suggestions concerning the "dangers" in the home room program.

The author has followed Professor Brewer's non-technical use of the word "guidance" and has presented many phases of education not ordinarily defined as "guidance." He has succeeded most effectively in presenting the fundamental principles and a wide range of applications of sound educational procedures. His constant insistence upon recognizing and "starting with the pupil here and now," upon the more informal, vital, personal, and participative activities in a cooperative scheme including pupils and teachers is most commendatory. The reviewer expresses the hope that experiences in home room activities will result not only in improved home room practice, but also in a functioning spread of these principles, procedures, and relationships to every phase of the secondary school curriculum.

WALTER R. HEPNER

WILLIAM G. CARR. *John Swett*. Santa Ana, California: Santa Ana Junior College Fine Arts Press, 1933. xii + 173 pp.

The life and work of John Swett in California public education is comparable to that of Horace Mann in New England. Both men were educational pioneers, both fought unceasingly to free the schools of their day from artificial restraints imposed by tradition, both possessed the spirit of the crusader in their struggles to win public recognition for public education, both were men of courage, determination, and intelligence.

This new biography of John Swett reveals clearly the character of the man through his work as an educator. His career is traced from early boyhood through a rich and arduous life in his chosen field of education. In his reaction to early school experiences may be seen at least a part of the explanation for his later work in liberalizing the school curriculum, teaching methods, and administrative practices. The book contains a brief though accurate account of his professional career, beginning with his first position as principal of the Rincon Grammar School of San Francisco in 1853, tracing his rapid rise to the highest educational position of the state, that of Superintendent of Public Instruction, which he held from 1863 to 1868, and describing his later work in San Francisco as teacher, principal, deputy superintendent, and finally as city superintendent of schools.

The story of his struggle to rid the school system of political influences runs throughout the book. His achievements and contributions during his long career are well told. Two contributions in particular stand out as of special significance to education today; first, his successful campaign for state taxation for the support of public schools, and second, his laborious work in revising the school laws of the state. Throughout, the book is well documented.

The life and work of John Swett is well summarized in the following quotation: "His greater and more indestructible monument is the California school system, to the development of which he contributed more than any other man."

It is particularly fitting that this biography of this early leader in California education should contain a foreword by Vierling Kersey, present Superintendent of Public Instruction.

Worthy of special mention is the fine craftsmanship displayed in the printing and binding of the book. Set in a distinctive type, printed on an excellent grade of paper, attractively illustrated with small cuts at the beginning of each chapter, and bound in maroon and buff, it is the work of the Santa Ana Junior College Fine Arts Press, produced under the direction of Thomas E. Williams, Director of Printing. One would expect such a book to sell at from two to three times its price of \$1.50.

IVAN R. WATERMAN

**CURRENT PUBLICATIONS RECEIVED**

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